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ABSTRACT

The Loudoun County, Virginia, middle school home economics curriculum has been designed to meet the unique needs of the early adolescent. It is based on three major concepts: (1) basic skills; (2) self-knowledge/understanding/decision making; and (3) independence/interdependence. This guide on teen living for seventh graders includes a curriculum outline for the following seven instructional units: (1) introduction; (2) personal development/family relations; (3) consumer education; (4) management; (5) foods/nutrition; (6) clothing/textiles; and (7) home laundry. Each area includes performance objectives, criterion-referenced measures, and performance guides. A checklist for measuring student performance of competencies follows the outline. A correlation with a West Virginia curriculum guide lists how each unit's learning activities relate to the three major concepts. A section on career infusion information follows, listing eight career education objectives, the relevant subject and middle school grade, and which curriculum guide and unit contains the objectives. Eleven resources are listed in this guide. (NLA)

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TEEN LIVING 7

HOME ECONOMICS EDUCATION

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LOUDOUN COUNTY PUBLIC SCHOOLS

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CE 057 205

HOME ECONOMICS EDUCATION

Teen Living 7 8207

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TABLE OF CONTENTS

Acknowledgments ii

Introduction iii

Instructional Time Allocation Chart iv

Curriculum Outline 1-7

Competencies

- Personal Development 8-9
- Money Management 10
- Management 11-12
- Foods and Nutrition 13-15
- Clothing and Textiles 16-17
- Home Laundry Procedures 18-19

Correlation of West Virginia Curriculum with Loudoun County's Curriculum

- Personal Development 20-26
- Consumer Education 27-31
- Management 32-42
- Foods and Nutrition 43-57
- Clothing and Textiles 58-65
- Home Laundry Procedures 66-70

Career Education Infusion 71-73

Resources 74

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INTRODUCTION

The middle school home economics curriculum has been designed to meet the unique needs of the early adolescent. It's foundation is based upon three major concepts: Basic Skills, Self-Knowledge/Self Understanding/ Decision-Making and Independence/Interdependence.

Emphasis on the basic skills of reading, writing, communicating, using numbers, and perceiving is an integral aspect of the curriculum. Contexts for helping student acquire and consolidate basic skills is provided in each unit in relation to competencies needed in everyday life.

Self-knowledge, self-understanding and decision-making are also important aspects of the curriculum in helping students through the transitional period between childhood and adolescence. Understanding the changes taking place physically, socially, emotionally and mentally will help students cope with and accept them. Development of a positive self-image is vital to learning to deal with pressures and make wise decisions about one's life. Although the decisions made at this age are not always big decisions, they form the pattern for the future.

As the learner moves from dependence to independence, he/she must also learn interdependence to live successfully in today's world. Independence involves being able to do things for one's self. It involves self-sufficiency in doing things and making decisions. It requires development of inner resources as well as skills and abilities to perform tasks. Independence also requires self-discipline in assuming responsibility for one's self. Early adolescents need increased opportunity to exercise independence. Although students will not be fully independent for some years to come, they need to learn that independence is both a privilege and a responsibility.

As students become more independent, they must also learn to look at their actions and decisions in relation to their effects on others. The middle school home economics curriculum provides opportunities for students to learn some skills in both independent action and decision-making and in interdependent actions with peers, families, small children and other adults.

INSTRUCTIONAL TIME ALLOCATION CHART

TEEN LIVING - 7th GRADE 8207

INSTRUCTIONAL UNITS	TIME ALLOTMENT IN HOURS 10 20 30 40 50 60 70 80 90 100 110 120
PERSONAL DEVELOPMENT / FAMILY RELATIONS (5)	
CONSUMER EDUCATION (6)	
MANAGEMENT (2)	
FOODS / NUTRITION (24)	
CLOTHING / TEXTILES (20)	
HOME LAUNDRY (2)	

CURRICULUM OUTLINE

LOUDOUN COUNTY PUBLIC SCHOOLS
Home Economics Education
7th Grade

TEEN LIVING 8207

I. Introduction

II. Personal Development/Family Relations (5 days)

A. Understand Self

1. Personal traits

a. physical
b. emotional
c. social
d. intellectual

2. Influences on traits

a. heredity
b. environment

B. Changes During Adolescence

1. Physical changes

a. body

2. Emotional changes

a. feelings
b. stress

3. Social changes

a. changes in friendships
b. interest in opposite sex

4. Intellectual changes

a. ability to concentrate
b. inconsistency in performance

C. Communicating With Others

1. Definition

2. Types of communication

a. verbal
(1) spoken
(2) written
b. non-verbal

3. Effective communication techniques

D. Careers Related to Personal Development/Family Relations

III. Consumer Education/Money Management (6 days)

A. Source of Personal Income

1. Allowances
2. Gifts
3. Earned

B. Values and Goals

1. Definition
2. Setting priorities
3. Making choices

C. Alternatives to Spending

1. Savings
2. Checking with interest
3. Stocks/bonds
4. Handling a checking account
    a. writing deposit slips
    b. writing personal checks
    c. keeping and balancing a check register
5. Making change

D. Careers Related to Consumer Education

IV. Management (2 days)

A. Management and Making Decisions

1. Keys to management and decision making
    a. values
    b. goals
    c. standards
    d. resources
2. Decision making steps
3. Management process
    a. plan
    b. act
    c. control
    d. evaluate

B. Organizational Skills

1. Set priorities
2. Use time effectively
3. Have resources ready
4. Plan ahead

C. Careers Related to Management

V. Foods and Nutrition (24 days)

A. Nutrition

1. Basic food groups

a. name of the groups
b. number of servings
c. benefits of each group

2. Major nutrients

a. definition
b. six major nutrients
c. major functions
d. food sources

3. Dietary concerns

a. food choices and their effects on health
(1) fats
(2) sugars
(3) salt
(4) nutrient density
(5) empty calories
b. use of nutritional labeling in making food choices

B. Table Setting and Etiquette

1. Basic table setting

2. Basic table manners

3. Style of service

C. Kitchen Safety and Sanitation

1. Kitchen safety (review)

2. Sanitation and cleanliness

a. personal
b. kitchen
c. food storage and handling

3. Use, care and safety of

a. large appliances
(1) range
(2) refrigerator
(3) microwave
b. small appliances
(1) mixer
(2) blender
c. kitchen tools
(1) preparation
(2) measuring
(3) range top cooking
(4) baking

D. Kitchen Measurements

1. Choosing/selecting ingredients (review)

2. Basic measuring abbreviations

   a. T., Tbs., Tbsp. - Tablespoon
   b. t., tsp. - teaspoon
   c. C., c. - cup

3. Basic measuring equivalents

   a. one cup equivalent in tablespoons
   b. one tablespoon equivalent in teaspoons
   c. use of fractions to measure 3/4 c., 2/3 c., and 1/8 c.

4. Measuring techniques (review)

   a. liquid ingredients
   b. dry ingredients
   c. semi-solid ingredients
   d. solid ingredients
   e. counted ingredients

E. Using and Preparing a Recipe

1. Terminology

   a. beat
   b. blend
   c. broil
   d. brown
   e. chop
   f. cream
   g. grate

2. Follow directions

   a. standard recipe
   b. convenience food directions

F. Lab Experience Using the Management Process

1. Time management

2. Working with others

3. Organization

4. Equipment

   a. select proper equipment
   b. use equipment properly
   c. student accountability for equipment used

5. Follow lab instructions

6. Food preparation

7. Evaluation

G. Practical Application

1. School

2. Home

H. Careers Related to Food and Nutrition

VI. Clothing and Textiles (20 days)

A. Reasons for Sewing

1. Decision making

2. Judging quality

3. Clothing maintenance

4. Recreation

5. Express creativity

6. Design and engineering concepts

B. Project Selection

1. Garment (woven fabric only)

or

2. Other as chosen by school.

C. Sewing Management

1. Safety procedures

2. Lab procedures using the management process

a. time management
b. working with others
c. organization
d. equipment
   (1) select proper equipment
   (2) use equipment properly
   (3) student accountability for equipment used
e. follow lab instructions
f. project completion
g. evaluation

D. Using a Sewing Machine

1. Machine parts/functions

a. needle
b. presser foot
c. presser foot lifter
d. foot pedal/knee press
e. reverse feed button
f. hand wheel
g. throat plate/seam guide
h. thread guides
i. bobbin case
j. stitch length dial

k. stitch width dial
l. gear shift
m. spool pins
n. thread tension dial
o. needle control dial
p. drop feed button
q. thread take-up lever

2. Machine operations

a. threading
b. straight stitch
c. zig-zag stitch
d. backstitch

3. Sewing operations

a. curved line
b. straight line
c. turning corners

E. Small Sewing Equipment

1. Cutting equipment

a. shears
b. scissors
c. seam ripper

2. Measuring equipment

a. tape measure
b. sewing gauge

3. Marking equipment

a. tracing wheel
b. tracing paper

4. Pressing equipment

a. iron
b. ironing board

F. Careers Related to Clothing & Textiles

VII. Home Laundry Procedures (2 days)

A. Definition

B. Reason for Doing Laundry

1. Appearance

2. Personal hygiene

3. Life of article

C. Safety and Precautionary Methods

C. Safety and Precautionary Methods

1. Equipment
2. Laundry products
3. Techniques

D. Laundry Process

1. Sort
2. Check and make repairs
3. Pre-treat stains
4. Wash
5. Dry
6. Press/iron
7. Fold/hang

E. Care Information

1. Care Label
2. Laundry product package instructions

F. Practical Application

1. Home

and/or

2. School

COMPETENCIES

NAME_____
Last First Middle

CURRICULUM AREA: Teen Living 7

AREA: Personal Development

LEARNING AREA: Personal Development

PERFORMANCE OBJECTIVE: The student will acquire knowledge and skills to understand self and communication with others.

CRITERION REFERENCE MEASURE: Given instructions and resources the student will identify personal traits, natural changes during adolescence, and the influence these changes have upon self.

Given instructions and resources the student will use effective communication skills when relating to others in a given situation.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Classify examples of the following traits: _____a) physical _____b) emotional _____c) social _____d) intellectual

_____ 2. Discuss how personal traits determine his/her "self".

_____ 3. Recognize those personal traits determined by heredity and influenced by their environment.

_____ 4. Recognize that the following changes occur naturally during adolescence: _____a) physical _____b) emotional _____c) social _____d) intellectual

_____ 5. Define communication.

_____ 6. Identify the 2 types of communication: _____a) verbal _____b) non-verbal

_____ 7. List ways to become a better listener.

_____ 8. Identify ways to improve communication skills.

LEVEL II

_____ 1. Distinguish between physical, emotional, social and intellectual changes.

_____ 2. Discuss the following changes which occur naturally during adolescence: _____a) physical _____b) emotional _____c) social _____d) intellectual.

_____ 3. Describe his/her significant personal traits.

_____ 4. Determine whether his/her significant personal traits were determined by heredity or influenced by environment.

_____ 5. Differentiate between verbal and non-verbal communication.

_____ 6. Describe how body language affects verbal messages.

LEVEL III

_____ 1. Apply verbal and/or non-verbal communication skills in a given situation.

_____ 2. Identify careers relating to personal development.

NAME_____
Last First Middle

CURRICULUM AREA: Teen Living 7 8207

AREA: Consumer Education

LEARNING AREA: Money Management

PERFORMANCE OBJECTIVE: The student will acquire knowledge and skills to make wise money management decisions.

CRITERION REFERENCE MEASURE: Given instructions and resources, the student will determine sources of income, set priorities for spending, handle a checking account and make change to the instructor's specification.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Define income.

_____ 2. Identify sources of personal income.

_____ 3. Recognize alternatives to spending: _____a) savings _____b) checking with interest _____c) stocks/bonds.

_____ 4. Define the following as they relate to money management: _____a) values _____b) goals

_____ 5. Recognize values as things of importance.

_____ 6. Identify the following: _____a) deposit slip _____b) personal check _____c) check register

_____ 7. Write correctly a personal check and a deposit slip.

_____ 8. Practice making change in a given situation.

LEVEL II

_____ 1. Use values and goals to set priorities when making choices.

_____ 2. Differentiate between savings and checking accounts.

_____ 3. Label the parts of a check.

_____ 4. Practice keeping and balancing a check register.

LEVEL III

_____ 1. Examine his/her personal values in relation to money management.

_____ 2. Identify careers related to consumer education.

NAME_____
Last First Middle

CURRICULUM AREA: Teen Living 7 8207

AREA: Management

LEARNING AREA: Management

PERFORMANCE OBJECTIVE: The student will acquire the knowledge to apply management skills to any situation.

CRITERION REFERENCE MEASURE: Given an event to be managed the student will use management skills to plan and carry out the event to the instructors specifications.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Define management.

_____ 2. Recognize decision making as choosing between 2 or more alternatives.

_____ 3. Recognize the following components of management and decision making: _____a) values _____b) goals _____c) standards _____d) resources

_____ 4. Label the steps in the management process.

_____ 5. Recognize the role of decisions in the management process.

_____ 6. Define organization.

_____ 7. Identify organizational skills: _____a) setting priorities _____b) using time efficiently _____c) having resources ready _____d) planning ahead

LEVEL II

_____ 1. Discuss steps involved in making decisions.

_____ 2. Discuss the components of the management and decision making process: _____a) values _____b) goals _____c) standards _____d) resources

_____ 3. Discuss organizational skills in relation to setting priorities, using time efficiently, having resources ready, and planning ahead.

LEVEL III

_____ 1. Use the steps in the management process to show how a given event can be managed.

_____ 2. Apply organizational skills in a given situation.

_____ 3. Identify reasons why it is important to learn management skills.

_____ 4. Identify careers relating to management.

NAME_____
Last First Middle

CURRICULUM AREA: Teen Living 7

AREA: Food Preparation

LEARNING AREA: Foods and Nutrition

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills to plan, prepare and serve simple nutritional foods.

CRITERION REFERENCE MEASURE: Given instructions and resources the student will identify food needs and differentiate between good and poor food choices.

Given a menu and style of table service the students will set a table, use appropriate method of service and table etiquette.

Given a recipe, equipment, and supplies the student will apply cooking skills in a laboratory experience to produce an edible product.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Recognize the definition of nutrition.

_____ 2. Identify the six major nutrients.

_____ 3. Recognize the 3 major functions of nutrients.

_____ 4. Identify the basic food groups.

_____ 5. Identify the number of daily servings of each group.

_____ 6. Identify the benefits of each group.

_____ 7. Identify empty calorie foods.

_____ 8. Match examples with each basic food group. _____a) milk _____b) meat _____c) fruit & vegetable _____d) bread & cereal _____e) other

_____ 9. Detect that the following effect personal health: _____a) fats _____b) sugars _____c) salt

_____10. Recognize tableware needed to serve a simple meal.

_____11. Recognize the proper placement of the following tableware: _____a) plate _____b) knife _____c) dinner fork _____d) spoon _____e) glass _____f) napkin

_____12. Perform a basic table setting.

_____13. Demonstrate table etiquette during lab experiences.

_____14. Recognize at least 2 styles of food service.

_____15. Apply principles of kitchen safety and sanitation to lab experiences.

_____16. Practice the use, care and safety of the following appliances, equipment & utensils:
_____a) refrigerator _____b) oven/range _____c) microwave _____d) freezer _____e) stand and/or hand mixer _____f) blender _____g) other equipment and utensils required by recipes.

_____17. Choose and measure ingredients as directed by the recipe.

_____18. Translate basic measuring abbreviations.

_____19. Identify the following measuring equivalents:
_____a) 1 c. = 16 tbsp. _____b) 1 tbsp. = 3 tsp.
_____c) 3/4 c.= 1/2 + 1/4 c. _____d) 2/3 c.= 1/3 + 1/3 c.
_____e) 1/8 c. = 2 tbsp. _____f) 1 stick butter = 1/2 c.

_____20. Apply measurement skills in laboratory experiences.

_____21. Match the following cooking terms with definitions:
_____a) beat _____b) blend _____c) broil
_____d) brown _____e) chop _____f) cream
_____g) grate

_____22. Define convenience food.

_____23. Prepare a product using: _____a) standard recipe
_____b) convenience food instructions

_____24. Use the management process as it applies to cooking.

_____25. Utilize practical application of cooking skills:
_____a) school and/or _____b) home project

LEVEL II

_____ 1. Identify two food sources of each of the 6 major nutrients.
_____a) protein _____b) fat _____c) carbohydrates
_____d) vitamins _____e) minerals _____f) water

_____ 2. Identify the following term nutrient density.

_____ 3. Discuss nutritional labeling and how it is used in making food choices.

_____ 4. Identify and differentiate between the types of the following:
_____a) plates _____b) knives _____c) forks
_____d) spoons

_____ 5. Recognize the proper placement of the following tableware:
_____a) salad plate/bowl _____b) bread & butter plate
_____c) salad fork _____d) soup and spoon
_____e) beverage glass _____f) cup and saucer

_____ 6. Set table as indicated by instructor in lab experiences.

_____ 7. Use 2 styles of food service as indicated by instructor.

_____ 8. List potentially hazardous and safe food handling practices.

_____ 9. Evaluate each laboratory experience.

LEVEL III

_____ 1. Correlate skills used within each laboratory experience.

_____ 2. Identify careers in food service occupations.

NAME_____
Last First Middle

CURRICULUM AREA: Teen Living 7 8207

AREA: Clothing/Textiles

LEARNING AREA: Clothing/Textiles

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills to choose and use equipment, pattern, fabric, and supplies needed to complete a simple construction project.

CRITERION REFERENCE MEASURE: Given pattern, equipment, and materials the student will construct a simple project to the instructors specifications.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Discuss reasons for learning to sew.

_____ 2. Recognize and demonstrate lab safety procedures.

_____ 3. Recognize the following machine parts:

_____a) needle
_____b) presser foot
_____c) presser foot lifter
_____d) foot pedal/knee press
_____e) hand wheel
_____f) throat plate/seam guide
_____g) thread guide
_____h) bobbin case
_____i) stitch length dial
_____j) stitch width dial
_____k) gearshift
_____l) thread tension dial
_____m) needle control dial
_____n) drop feed button
_____o) thread take up lever

_____ 4. Demonstrate the following basic machine operations:

_____a) thread the head of the machine
_____b) thread the bobbin and bobbin case
_____c) sew a straight line

_____ 5. Demonstrate the ability to stitch a straight seam with back-stitching.

_____ 6. Recognize and use the following small sewing equipment:

_____a) cutting equipment
____1) shears ____2) scissors ____3) seam ripper
_____b) measuring equipment
____1) tape measure ____2) sewing gauge
_____c) marking equipment
____1) tracing wheel ____2) tracing paper
_____d) pressing equipment
____1) iron ____2) ironing board

_____ 7. Select a sewing project within the guidelines set by the teacher.

_____ 8. Identify the following basic parts of a commercial pattern/ sewing kit: _____a) pattern envelope _____b) instruction sheet _____c) pattern pieces

_____ 9. Recognize and understand the following pattern symbols:
_____a) cutting line _____b) sewing line _____c) notches
_____d) dots _____e) detailed placement lines
_____f) seam allowance _____g) place on fold bracket

_____10. Formulate and follow a time management plan for completing a project using the management process.

_____11. Prepare a pattern and fabric for pattern layout.

_____12. Follow a pattern instruction sheet or visual aides to complete the following project preparation steps:
_____a) pattern layout _____b) cutting _____d) marking

_____13. Construct a basic sewing project utilizing the following construction techniques.
_____a) seam preparation _____b) seam construction
_____c) seam finishing (trim, wedge, clip)

_____14. Complete a basic sewing project.

LEVEL III

_____ 1. Utilize the zig-zag stitch to finish seam edges.

_____ 2. Demonstrate the ability to machine stitch curved lines.

_____ 3. Demonstrate the technique for turning corners when machine stitching.

_____ 4. Identify careers relating to clothing/textiles.

NAME_____
Last First Middle

CURRICULUM AREA: Teen Living 7 8207

AREA: Clothing/Textiles

LEARNING UNIT: Home Laundry Procedures

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills to perform simple laundry tasks.

CRITERION REFERENCE MEASURE: Given articles of clothing and care label information, the student will demonstrate or explain how to sort, prepare and launder articles.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Define the term launder.

_____ 2. Recognize reasons for doing laundry.

_____ 3. Recognize and use precautionary methods in laundry care.

_____ 4. Identify the following steps for completing the laundry process: _____a) sort _____b) check for repairs _____c) pre-treat stains _____d) wash _____e) dry _____f) press or iron _____g) fold and/or hang

_____ 5. Demonstrate the ability to sort laundry according to: _____a) color _____b) fabric/fiber content _____c) dirt density/degree _____d) type

_____ 6. Recognize stains that require pre-treatment.

_____ 7. Describe methods for laundry care: _____a) hand wash _____b) machine wash _____c) dry clean

_____ 8. Recognize two methods for drying articles: _____a) line dry _____b) machine dry

_____ 9. Demonstrate pressing and ironing techniques.

_____10. Practice ways to fold and hang laundered items.

_____11. Recognize care tag or label as a source of information for laundry instructions.

_____12. Demonstrate practical application of laundry techniques: _____a) home _____b) school

LEVEL II

_____ 1. List information that a care tag or label should provide.

_____ 2. Discuss information that should be provided with laundry products.

_____ 3. Match common laundry problems/stains with correct treatment solution.

_____ 4. Differentiate between pressing and ironing.

LEVEL III

_____ 1. Establish a plan for routine personal laundry care.

_____ 2. Evaluate the advantages/disadvantages of home laundering and commercial laundering.

CORRELATION OF W VA WITH LOUDOUN COUNTY'S CURRICULUM

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

LC: II UNITS/AREAS PERSONAL DEVELOPMENT/ FAMILY RELATIONS WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
I. Introduction II. Personal Development/Family Relations (5 days) A. Understand Self 1. Personal traits a. physical b. emotional c. social d. intellectual 2. Influences on traits a. heredity b. environment		1.0 PERSONAL DEVELOPMENT FAMILY RELATIONS <u>1.10 Who Am I</u> 1.12a Traits II-PF-6 Supplements 1.12a Camping Trip II-pf-7 1.12a Class Party II-pf-8 1.12a In a Word II-pf-9 1.12a Traits II-pf-10 1.12a Personal Traits Lotto II-pf-11 1.12b Traits II-PF-7	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

LC: II UNITS/AREAS PERSONAL DEVELOPMENT/ FAMILY RELATIONS WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		Supplements 1.12b Rating Myself II-pf-13 1.12b Person Puzzle II-pf-14 1.12 Help Wanted II-pf-15 1.12c Traits II-PF-9 Supplements 1.12c My Favorites II-pf-16 1.12c More Likes II-pf-17 1.12 Me and _____ II-pf-18	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

LC: II UNITS/AREAS PERSONAL DEVELOPMENT/ FAMILY RELATIONS WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		1.13 Heredity and Environment II-PF-12 Supplements 1.13 Up the Ladder II-pf-20 1.13 Quality Building Blocks II-pf-21 1.14 Accepting and/or Changing Self II-PP-15 Supplements 1.14 Dear Donna and David II-pf-22 1.14 My Traits II-pf-23 1.14 To Me or Not to Me II-pf-24	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

LC: II UNITS/AREAS PERSONAL DEVELOPMENT/ FAMILY RELATIONS WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
B. Changes During Adolescence 1. Physical changes a. body 2. Emotional changes a. feelings b. stress 3. Social change a. changes in friendships b. interest in opposite sex 4. Intellectural changes a. ability to concentrate b. inconsistency in performance		1.20 Adjusting to Change 1.21 Physical Change II-PF-18 Supplements 1.22 Emotional Change II-PF-21 Supplements 1.22 Feeling Finder II-pf-30 1.22 Chart Your Feelings II-pf-32	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

LC: II UNITS/AREAS PERSONAL DEVELOPMENT/ FAMILY RELATIONS WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		1.22 Facing Difficulties II-pf-23 1.22 Emotional Ignition II-pf-34 1.23 Social Change II-PF-24 Supplements 1.23 How Should I Act II-pf-35	
C. Communicating With Others 1. Definition 2. Types of communication a. verbal (1) spoken (2) written b. non-verbal 3. Effective communication techniques	<u>1.30 Communicating</u> 1.31a Communicating Verbally and Non-verbally I-PF-16 Supplements 1.31a Say It Without Words I-pf-13		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

LC: II UNITS/AREAS PERSONAL DEVELOPMENT/ FAMILY RELATIONS WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	1.31b Communicating Verbally and Non-verbally I-PF-18 Supplements 1.31b Charades I-pf-14 1.31b Faces with a Message I-pf-15 1.31c Communicating Verbally I-PF-20 Supplements 1.31c Communicating with Words I-pf-16 1.31c Soap Box I-pf-17		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

LC: II UNITS/AREAS PERSONAL DEVELOPMENT/ FAMILY RELATIONS WV: 1.0 PERSONAL DEVELOPMENT / FAMILY RELATIONS	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
D. Careers Related to Personal Development/Family Relations	1.32 Communicating Effectively with Family Members I-PF-23 Supplements 1.32 Nobody Understands You I-pf-18 1.32 Let's Talk It Over I-pf-19 1.35 Communicating: Listening I-PF-32 Supplements 1.35 Listening Skills I-pf-24 1.35 Listen and Draw I-pf-25		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: III CONSUMER EDUCATION WV: 4.0 CONSUMER EDUCATION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
III. Consumer Education/Money Management			
A. Source of Personal Income			
1. Allowances			
2. Gifts			
3. Earned			
B. Values and Goals	2.0 MANAGEMENT	2.0 MANAGEMENT	4.0 CONSUMER EDUC.
1. Definition	<u>2.30 Communicating</u>	<u>2.10 Values and Feelings</u>	<u>4.10 Income and Spending</u>
2. Setting priorities	2.31 Communicating Goals I-M-16	2.12 Ranking Values II-M-5	4.11a Income and Spending III-CE-3
3. Making choices	Supplements	Supplements	Supplements
	2.31 What's Your Goal? I-m-25	2.12 Going, Going, Gone II-m-9	4.11a Decisions, Decisions, Decisions III-ce-5
	2.31 What Do I Want? I-m-26	<u>2.20 Goals</u>	
	2.32 Communicating Plans I-M-19	2.21 What Are Goals? II-M-7	4.11b Income and Spending III-CE-5

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: III CONSUMER EDUCATION WV: 4.0 CONSUMER EDUCATION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	No Supplements	Supplements 2.21 Identifying Goals II-m-14 2.21 My Goals II-m-16 2.23 Setting Goal Priorities II-M-11 Supplements 2.23 Ranking Goals II-m-23 2.23 Goal Mobile II-m-24 2.30 Resources 2.31a Identifying Resources II-M-13 Supplements	Supplements 4.11b Personal Income and Spending - Bulletin Board III-ce-8 4.11b Road Map to Spending - Saving III-ce-9

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: III CONSUMER EDUCATION WV: 4.0 CONSUMER EDUCATION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		2.31a Transparencies II-m-25 2.31a Don't Let Resources Puzzle You II-m-29 2.31a Effort and Skills Count II-m-30 2.31b Identify Resources II-M-14 Supplements 2.31b Task List II-m-32 2.31b Identifying Resources (Game) II-m-35 2.40 Using Resources	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
C. Alternatives to Spending 1. Savings 2. Checking with interest 3. Stocks/bonds 4. Handling a checking account a. writing deposit slips b. writing personal checks c. keeping and balancing a check register 5. Making change	4.0 CONSUMER EDUCATION 4.40 Using Numbers 4.43 Making Change I-CE-27 Supplements 4.43 Change In a Flash I-ce-49 4.43 Correct Change I-ce-50	2.41 Values and Goals Influence Resource Use II-M-19 Supplements 2.41 Using Resources for a Fruitful Garden II-m-46 2.41 Resource Use Survey II-m-48	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
D. Careers Related to Consumer Education	4.44 Bank Accounts I-CE-28 Supplements 4.44 Checking the Balance I-ce-51 4.44 Correcting the Balance I-ce-52 4.44 Saving Money I-ce-53		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
IV. Management (2 days) A. Management and Making Decisions 1. Keys to management and decision making a. values b. goals c. standards d. resources 2. Decision making steps 3. Management process a. plan b. act c. control d. evaluate B. Organizational Skills 1. Set priorities 2. Use time effectively 3. Have resources ready 4. Plan ahead C. Careers Related to Management	2.0 MANAGEMENT 2.10 Reading 2.11 Reading Terminology I-M-3 Supplements 2.11 Glossary of Management Terms I-m-2 2.11 Can You Manage? I-m-6 2.11 Mixed-up Management I-m-7 2.11 Management Orchard I-m-8 2.11 Score with Management I-m-11	2.0 MANAGEMENT 2.10 Values/Feelings 2.11 Sorting Out Values I-M-3 Supplements 2.11 Coat of Arms I-m-3 2.11 What is Important I-m-4 2.11 How We Get Our Values I-m-6 2.12 Ranking Values I-M-5 Supplements	2.0 MANAGEMENT 2.10 Space and Property 2.11 Personal Space and Property III-M-3 Supplements See Bank I 2.11 Glossary I-m-2 2.11 The Word Pile III-m-2 2.12 Shared Space and Property III-M-6 Supplements

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	2.30 Communicating 2.31 Communicating Goals I-M-16 Supplements 2.31 When I Talk I-m-24 2.31 What's Your Goal I-m-25 2.31 What Do I Want? I-m-26 2.31 Sharing Goals I-m-27 2.32 Communicating Plans I-M-19 Supplements See Bank II 2.51 II-M-25	2.12 Where Do You Stand I-m-8 2.12 Going, Going, Gone I-m-9 2.12 Unlocking Your Values II-m-10 2.12 Treasure Hunting For ... Values II-m-11 2.20 Goals 2.21 What Are Goals? II-M-7 Supplements 2.21 Identifying Goals II-m-14 2.21 Magic Moments II-m-15	2.12 Sharing Space and Things Interview III-m-3 2.12 Me and My Locker Mate III-m-4 2.12 Help! III-m-5 2.12 Yours, Mine, Ours III-m-6 2.13 Organizing Space and Property III-M-9 Supplements 2.13 A Day In the Life of Frantic Francie III-m-8 2.13 Organize Me III-m-9

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	2.40 Using Numbers 2.41 Scheduling Time I-M-21 Supplements 2.41 24-hour Time Clock I-m-28 2.41 Making a Schedule I-m-29 2.41 Good Morning I-m-30 2.42 Ranking Goals and Values I-m-23 Supplements 2.42 Ranking Values and Goals I-m-31 2.42 Graphing Values I-m-32	2.21 My Goals II-m-16 2.21 Goals IQ II-m-17 2.22 How Values Influence Goals II-M-9 Supplements 2.22 Linking Your Values to Your Goals II-m-18 2.22 Goal Role Play II-m-19 2.22 Name That Value II-m-20 2.23 Setting Goal Priorities II-m-11 Supplements	2.20 Caring About and Conserving Resources 2.22 Personal Resources III-M-16 Supplements See Bank I 2.11 Glossary I-m-2 2.22 Time III-m-23 2.22 Time Savings Bank III-m-24 See Bank I 2.41 24 Hour Time Clock I-m-28 2.23 Family and Community Resources III-M-19

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	2.42 Graphing Goals I-m-33 2.50 Perceiving 2.51 Perceiving Time I-M-28 Supplements 2.51 Time, Time, Time I-m-39 2.51 Time Tally I-m-40	2.23 Mary's Dilema II-m-22 2.23 Ranking Goals II-m-23 2.23 Goal Mobile II-m-24 2.30 Resources 2.31a Identifying Resources II-M-13 Supplements 2.31a Transparencies II-m-25 2.31a Don't Let Resources Puzzle You II-m-29 2.31a Effort and Skills Count II-m-30 2.31b Identifying Resources II-M-14	Supplements 2.23 My Family III-m-25 2.23 Joining Together III-m-26 2.30 Getting Control of Life 2.31 Responsibility for Self III-M-22 Supplements 2.31 Managing Yourself III-m-27 2.31 Who Is Responsible III-m-28 2.31 A Day in the Life of Gus III-m-29 2.32 Solving Own Problems III-M-25

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		Supplements 2.31b Who Would You Choose II-m-31 2.31b Task List II-m-32 2.31b Resources Connecting II-m-35 2.40 Using Resources 2.41 Values and Goals Influence Resource Use II-M-19 Supplements 2.41 Using Resources for a Fruitful Garden II-m-46 2.41 Is It Worth Four Hours II-m-47	Supplements 2.32 What Shall We Do? III-m-30 2.32 A Little Rain Must Fall III-m-32 2.32 Inch by Inch Anythings a Cinch III-m-33 2.33 Group Problem Solving III-M-28 Supplements 2.33 The Big C's of Group Problem Solving III-m-37 2.33 Inch by Inch, Anything's a Cinch III-m-38

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		2.41 Resource Use Survey II-m-48 2.41 Choose a Resource II-m-50 2.42 Availability and Interdependence of Resources II-M-21 Supplements 2.42 A Can of Goals II-m-52 2.42 Using Resources II-m-53 2.43 Using Resources Wisely II-M-23 Supplements 2.43 Hooty Hoot Says Use Resources Wisely II-m-54	2.33 Problems - Problems III-m-39 2.34 Accepting Consequences III-M-31 Supplements See Bank I 2.11 Glossary I-m-2 2.34 Mini Skits III-m-40 2.34 Consequences Scoresheet III-m-46 2.34 Am I Satisfied? III-m-47 2.13 A Day In the Life of Frantic Francie III-m-8

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		2.43 Don't Clown Around With Your Money II-m-55 2.43 Resource Touchdown II-m-56 2.50 Planning to Reach Goals 2.51 Making Plans II-M-25 Supplements 2.51 Principles of Planning II-m-59 2.51 Keys to Our Goals II-m-63 2.51 Goal Climbing II-m-64 2.51 The Planning Process II-m-65	2.32 Dear Uncle Wisely III-m-35

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		2.52 Setting Standards II-M-28 Supplements 2.52 Are You More Like .... II-m-70 2.52 Types of Standards II-m-71 2.52 Who decides How Well? II-m-75 2.52 Transparencies II-m-76 2.53 Implementing and Evaluating Plans II-M-31 Supplements 2.53 Transparencies II-m-86 2.53 Get to the Picnic II-m-88	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		2.53 The Unexpected II-m-89 2.53 The ABC's of Managing II-m-92 2.60 Decision Making 2.61 How I Make Decisions II-M-34 Supplements 2.61a Transparancies II-m-94 2.61a Decisions II-m-97 2.61b How I Make Decisions II-M-36 Supplements 2.61b How Do I Decide II-m-99	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		2.61b Decision Dilema II-m-104 2.61b Decision Interview II-m-105 2.61 Good Decision Maker II-m-106 2.62 Daily Decisions Add Up II-M-38 Supplements 2.62 Your Decisions Program Your Personal Management Computer II-m-108 2.62 Pat's Day II-m-109 2.62 Transparencies II-m-111 2.62 Making Decisions to Reach a Goal II-m-114	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: IV MANAGEMENT WV: 2.0 MANAGEMENT	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		2.62 Decisions Cause Decisions II-m-115	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
V. Foods and Nutrition (24 days) A. Nutrition 1. Basic food groups a. name of the groups b. number of servings c. benefits of each group		3.0 FOODS/NUTRITION <u>3.30 Food needs</u> 3.35 Daily Food Needs II-FN-24 Supplements 3.35 I Ate It All II-fn-44 3.35 My Daily Food II-fn-45 3.35 Basic 4 Nutrition Bingo II-fn-46 3.35 Basic Food Groups Word Find II-fn-48 3.35 Food Name Game II-fn-51 3.35 Classification Information II-fn-52	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
2. Major nutrients a. definition b. six major nutrients c. major functions d. food sources		3.30 Food Needs 3.31 Nutrients II-FN-13 Supplements 3.31 Dictionary Speed Game II-fn-12 3.31 The 6 Classes of Nutrients II-fn-13 3.32 Functions of Nutrients II-FN-15 Supplements 3.32 Let's Play Nutrition II-fn-14 3.32 The ABC's of Nutrients II-fn-18 3.32 Nutri Base II-fn-21	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		3.32 Nutri Review II-fn-23 3.32 Nutrient Match II-fn-25 3.32 Nutrients and You II-fn-26 3.33 Sources of Nutrients II-FN-18 Supplements 3.32 ABC's of Nutrients II-fn-18 3.33 Rights II-fn-32 3.33 Where the Nutrient Is II-fn-36	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
3. Dietary concerns a. food choices and their effects on health (1) fats (2) sugars (3) salt (4) nutrient density (5) empty calories b. use of nutritional labeling in making food choices	<u>3.0 Reading</u> 3.12b Reading Food Labels I-FN-10 Supplements 3.12b U. S. Recommended Daily Allowances I-fn-9	3.33 Find a Source II-fn-39 3.32 Nutrients and You II-fn-26 <u>3.30 Food Needs</u> 3.34 Energy Needs II-FN-21 Supplement 3.34 Fast Food Calorie Count II-fn-40 3.34 Map a Calorie Route II-fn-41 <u>3.40 Food Choices</u> 3.41a Snacking II-FN-27 Supplements	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
		3.41a Some Snacks are High in Value .... Some are Low II-fn-55 3.41a How Sweet It Is II-fn-56 3.41a The Decay Process II-fn-57 3.41b Snack Tracks II-fn-58 3.41b Choosing Snacks II-fn-64 3.41b Word Scramble for Empty calorie Foods II-fn-67 3.41b Snack-In-Basket II-fn-67	

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
B. Table Setting and Etiquette 1. Basic table setting 2. Basic table manners 3. Style of service			3.30 Working With Others 3.33 Meal Service III-FN-31 Supplements 3.33 Table the Meal III-fn-23 3.34 Manners III-FN-33 Supplements 3.34 Unwelcome Guests III-fn-25 3.34 Eat Neat III-fn-27

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
C. Kitchen Safety and Sanitation 1. Kitchen safety (review) 2. Sanitation and cleanliness a. personal b. kitchen c. food storage and handling 3. Use, care and safety of a. large appliances (1) range (2) refrigerator (3) microwave b. small appliances (1) mixer (2) blender c. kitchen tools (1) preparation (2) measuring (3) range top cooking (4) baking			3.20 Self-Sufficiency in the Kitchen 3.21 Kitchen Safety III-FN-13 Supplements 3.21 Home Safe Baseball III-fn-10 3.22 Care and Use of Equipment III-FN-15 Supplements No Supplements 3.23a Food Safety and Sanitation III-FN-18 Supplements 3.23a Hello Jello III-fn-13

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
			3.23b Food Safety and Sanitation III-FN-20 Supplements 3.23b Safe Temperatures III-fn-14

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
D. Kitchen Measurements 1. Choosing/selecting ingredients (review) 2. Basic measuring abbreviations a. T., Tbs., Tbsp. - Tablespoon b. t., tsp. - teaspoon c. C., c. - cup 3. Basic measuring equivalents a. one cup equivalent in tablespoons b. one tablespoon equivalent in teaspoons c. use of fractions to measure 3/4 c., 2/3 c., and 1/8 c. 4. Measuring techniques (review) a. liquid ingredients b. dry ingredients c. semi-solid ingredients d. solid ingredients e. counted ingredients	3.40 Using Numbers 3.43 Measuring Weights and Volumes I-FN-43 Supplements No Supplements		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
E. Using and Preparing a Recipe 1. Terminology a. beat b. blend c. broil d. brown e. chop f. cream g. grate 2. Follow directions a. standard recipe b. convenience food directions	<u>3.10 Reading</u> 3.13 Reading Recipes I-FN-12 Supplements 3.13 Recipe Slueth I-fn-10 3.14 Reading Directions I-FN-15 Supplements 3.14 Read Any Good Boxes Lately? I-fn-11 3.15 Reading Terminology I-FN-17 Supplements 3.15 Scavenger Hunt: Tools of the Trade I-fn-12		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	3.15 Cooking Lingo I-fn-13 3.15 Alpha Maze I-fn-14 3.15 Cooko I-fn-15 3.15 Find a Term I-fn-16 3.15 What's My Nickname? I-fn-17		
F. Lab Experience Using the Management Process 1. Time management 2. Working with others 3. Organization	2.0 MANAGEMENT 2.30 Communicating 2.32 Communicating Plans I-M-19 Supplement 2.51 The Planning Process II-m-65		3.30 Working With Others 3.32 Team Work III-FN-28 Supplements 3.32 The Sloppy Joes III-fn-19 3.32 The Tidy Bowls III-fn-20

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	2.51 Planning Ahead II-m-69 2.40 Using Numbers 2.41 Scheduling Time I-M-21 Supplements 2.41 Making a Schedule I-m-29 2.50 Planning to Reach Goals 2.51 Making Plans II-M-25 Supplements 2.51 The Planning Process II-m-65		3.32 Battle at the Gas Range III-fn-21 3.33 Meal Service III-FN-31 Supplements 3.33 Table the Meal III-fn-23 3.34 Manners III-FN-33 Supplements 3.34 Unwelcome Guests III-fn-25

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
4. Equipment a. select proper equipment b. use equipment properly c. student accountability for equipment used 5. Follow lab instructions 6. Food preparation 7. Evaluation G. Practical Application 1. School 2. Home H. Careers Related to Food and Nutrition			3.20 Self-Sufficiency in the Kitchen 3.21 Kitchen Safety III-FN-13 Supplements 3.21 Home Safe Base-ball III-fn-10 3.22 Care and Use of Equipment III-FN-15 Supplements No Supplements 3.23a Food Safety and Sanitation III-FN-18 Supplements 3.23a Hello Jello III-fn-13

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
			3.23b Food Safety and Sanitation III-FN-20 Supplements 3.23b Safe Temperatures III-fn-14 3.24 Simple Preparation III-FN-23 Supplements 3.24 I Can Boil Water III-fn-15 3.24 Food Find III-fn-16 3.24 The Cook's Special III-fn-17 3.30 Working with Others

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: V FOODS / NUTRITION WV: 3.0 FOODS/NUTRITION	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
			3.31 Food Safety/ Sanitation III-FN-26 3.31 Situations in the Kitchen III-fn-18

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
VI. Clothing and Textiles (20 days) A. Reasons for Sewing 1. Decision making 2. Judging quality 3. Clothing maintenance 4. Recreation 5. Express creativity 6. Design and engineering concepts	5.0 CLOTHING/TEXTILES 5.10 Reading 5.14 Reading Terminology and Symbols I-CT-9 Supplements 5.14 Glossary I-ct-16 5.50 Perceiving 5.55 Perceiving Quality I-CT-39 Supplements 5.55 You Be the Judge I-ct-45		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	5.0 CLOTHING/TEXTILES 5.50 Perceiving 5.55 Perceiving Quality I-CT-39 Supplements 5.55 You Be the Judge I-ct-45 5.10 Reading 5.14 Reading Terminology and Symbols I-CT-9 Supplements 5.14 Glossary I-ct-16		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
B. Project Selection 1. Garment (woven fabric only) or 2. Other as chosen by school	5.10 Reading 5.12 Reading Directions I-CT-5 Supplements 5.12 Can You Follow Directions I-ct-8 5.12 Neat as a Pincushion I-ct-9 5.14 Reading Terminology and Symbols I-CT-9 Supplements 5.14 Glossary I-ct-16 5.14 Sewing Symbols I-ct-22 5.14 Matching Symbols I-ct-23		5.40 Construction Skills 5.42 Fabric Preparation III-CT-31 Supplements 5.41b Score with Sewing III-ct-43 5.43 Cutting and Marking III-CT-33 Supplements 5.43 Pattern Layouts III-ct-46 5.44 Making and Pressing a Seam III-ct-35 5.45 Finishing III-CT-37

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
	5.14 Clothing Word Block I-ct-19 5.14 Concentration in Clothing I-ct-20 5.14 Sewing Symbols I-ct-22 5.14 Matching Symbols I-ct-23 5.14 Name That Term I-ct-24 5.40 Using Numbers 5.41a Computing Measurements I-CT-24 Supplements 5.41a Measure It I-ct-29 5.41a What Difference Does a Seam Make? I-ct-31		Supplements 5.45 Sewing Project III-ct-47

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
C. Sewing Management 1. Safety Procedures 2. Lab procedures using the management process a. time management b. working with others c. organization d. equipment (1) select proper equipment (2) use equipment properly (3) student accountability for equipment used e. follow lab instructions f. project completion g. evaluation	5.41b My Body Measurements I-ct-32 2.0 MANAGEMENT 2.10 Reading 2.13 Reading Directions I-M-7 No Supplements 2.40 Using Numbers 2.41 Scheduling Time I-M-21 Supplements (Modified) 2.41 Making a Schedule I-m-29 2.41 Good Morning I-m-30		5.0 CLOTHING/TEXTILES 5.41c Construction Skills III-CT-29 Supplements 5.41c Mrs. Carney's Careless Class III-ct-44 5.41c Safe Sewing II-ct-45

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
D. Using a Sewing Machine 1. Machine parts/functions a. needle b. presser foot c. presser foot lifter d. foot pedal/knee press e. reverse feed button f. hand wheel g. throat plate/seam guide h. thread guides i. bobbin case j. stitch length dial k. stitch width dial l. gear shift m. spool pins n. thread tension dial o. needle control dial p. drop feed button q. thread take-up lever			5.0 CLOTHING/TEXTILES 5.40 Construction Skills III-CT-28 Supplements 5.41b Sewing Machine Cross Puzzle III-ct-40 5.41b What Do I Do? III-ct-41 5.41b Sewing Machine Operator's License III-ct-42 5.41b Score With Sewing III-ct-43

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
2. Machine operations a. threading b. straight stitch c. zig-zag stitch d. backstitch 3. Sewing operations a. curved line b. straight line c. turning corners			

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VI CLOTHING/TEXTILES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
E. Small Sewing Equipment 1. Cutting equipment a. shears b. scissors c. seam ripper 2. Measuring equipment a. tape measure b. sewing gauge 3. Marking equipment a. tracing wheel b. tracing paper 4. Pressing equipment a. iron b. ironing board F. Careers Related to Clothing & Textiles			5.0 CLOTHING/TEXTILES 5.40 Construction Skills III-CT-27 Supplements 5.41a Tools of the Trade III-ct-34 5.41a Sewing Bingo III-ct-36 5.41a Small Sewing Equipment Word Find III-ct-38 5.41a Match Game III-ct-39

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VII HOME LAUNDRY PROCEDURES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
F. Practical Application 1. Home and/or 2. School	5.12 Directions I-CT-5 Supplements No Supplements		

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VII HOME LAUNDRY PROCEDURES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
VII. Home Laundry Procedures A. Definition B. Reason for Doing Laundry 1. Appearance 2. Personal hygiene 3. Life of article C. Safety and Precautionary Methods 1. Equipment 2. Laundry products 3. Techniques			

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS	BANK I	BANK II	BANK III
LC: VII HOME LAUNDRY PROCEDURES WV: 5.0 CLOTHING/TEXTILES	USING BASIC SKILLS	SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	INDEPENDENCE / INTERDEPENDENCE
D. Laundry Process 1. Sort 2. Check and make repairs 3. Pre-treat stains 4. Wash 5. Dry 6. Press/iron 7. Fold/hang	5.0 Reading 5.14 Terminology and Symbols I-CT-9 Supplement 5.14 Glossary I-ct-16		5.30 Responsibility for Clothing Care 5.31 Laundering III-CT-17 Supplements 5.31 Carrie and Carson Careless III-ct-23 5.31 Care Labels are Important III-ct-24 5.31 Stains: What Shall I Do? III-ct-25 5.31 Laundry Report III-ct-26

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VII HOME LAUNDRY PROCEDURES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
			5.32 Pressing and Ironing III-CT-20 Supplements 5.32 Ironing Riddles III-ct-27

TEEN LIVING - GRADE 7

HOME ECONOMICS EDUCATION

UNITS/AREAS LC: VII HOME LAUNDRY PROCEDURES WV: 5.0 CLOTHING/TEXTILES	BANK I USING BASIC SKILLS	BANK II SELF-KNOWLEDGE SELF-UNDERSTANDING DECISION MAKING	BANK III INDEPENDENCE / INTERDEPENDENCE
E. Care Information 1. Care label 2. Laundry product package instructions	<u>5.10 Reading</u> 5.11 Labels I-CT-3 Supplements 5.11 The Case of the Unread Labels I-ct-2 5.11 Label Clues I-ct-4 5.11 Label Musts I-ct-5 5.11 Care Labels are Important I-ct-6 5.11 Label Lingo I-ct-7		<u>5.30 Responsibility for Clothing Care</u> 5.31 Laundering III-CT-17 Supplements 5.11 Care Labels Are Important I-ct-6

CAREER EDUCATION INFUSION

CAREER EDUCATION INFUSION PROJECT
Loudoun County Public Schools
Grades 6 - 8

Program - Home Economics

Career Education Objective	Subject/Grade	Curriculum Guide	Units
1. The student will gain reinforcement of career and self-awareness concepts (decision-making; self-awareness; work attitudes, perceptions without biases) initiated in the early childhood grades through appropriate experiences.	Home Economics/6	Teen Living	Personal Development Consumer Education Foods - Lab Experiences Using the Management Process.
	Home Economics/7	Teen Living	Personal Development/Family Relations Consumer Education Management Foods - Lab Experiences Using the Management Process.
	Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting Personal Development/Family Relations Clothing/Foods - Lab Experiences Using the Management Process Food Choices Exploring Entrepreneurship

Career Education Objective	Subject/Grade	Curriculum Guide	Units
2. The student will identify some personal interests, aptitudes and values.	Home Economics/6-8	Teen Living 6 Teen Living 7 Life Management Skills I	It is important to emphasize that the entire middle school curriculum is designed so that students can explore many aspects of Home Economics. Through this process, students are able to identify areas of interest, aptitude and values.
3. The student will relate the world of study to the world of work; and 5. The student will acquire knowledge about occupations, work settings and life styles.	Home Economics/7	Teen Living	Careers Related to: Personal and Family Relations Consumer Education Management Foods Clothing/Textiles
	Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting How to be Your Best Entertaining Guests Lab Experiences Using the Management Process Exploring Entrepreneurship Exploring Home Economics Related Careers

Career Education Objective	Subject/Grade	Curriculum Guide	Units
4. The student will begin to classify occupations within career clusters and become familiar with several clusters.	Home Economics/8-9	Life Management Skills I	Exploring Home Economics Related Careers
7. The student will begin to relate some of the subject matter learned in school to his/her future role as a citizen, worker, consumer, parent, neighbor, and guardian of human rights and of the environment.	Home Economics/6-8	Teen Living 6 Teen Living 7 Life Management Skills I	This career education objective relates directly to one of the goals for the Home Economics Program. The information and skills taught are directed toward daily living and work skills in order to prepare students for the various roles they hold now and those they will hold as adults.
8. The student will begin to recognize the relationship of productive work to the economy and to his/her personal welfare.	Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting Exploring Entrepreneurship Clothing/Foods - Lab Experiences Using the Management Process

RESOURCES

RESOURCES

Discovering Foods, second edition. Helen Kowtaluk. Glenco Publishing Co., 1982.

Discovering Foods, Teacher's Guide. Connie Sasse. Glenco Publishing Co.

Discovering Foods, Student Guide. Connie Sasse. Glenco Publishing Co.

Today's Teen. Kelly and Eubanks. Glencoe Publishing Co., 1988.

Today's Teen, Teacher's Resource Book. Kelly and Eubanks. Glenco Publishing Co., 1988.

Today's Teen, Student Workbook. Kelly and Eubanks. Glenco Publishing Co., 1988.

BASE: Personal Development/Family Relations. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.

BASE: Management. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.

BASE: Foods and Nutrition. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.

BASE: Consumer Education. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.

BASE: Clothing/Textiles. West Virginia Department of Education. West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center.